

THE SHAKERITE

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Shaker Heights High School, Shaker Heights, Ohio

September 26, 1980

Student Council Alters Structure

by Sheri Bloom

A noticeable change has occurred in the structure of Shaker's Student Council. This year there will be no representatives. Anyone who wants to get involved in Student Council is welcome to come to meetings.

This change was made for many reasons. By having no elected representatives, more students can become active in Student Council. In the past, there were problems over who would become a representative. Many times there were more than one person from an A.G. who wanted to join but couldn't. Other times, nobody from an A.G. wanted to be a representative.

Council President Jody Levine, feels that there was a lack of communication between the Council and the students. By abolishing A.G. representatives, she believes that there will be better communication since more people will be involved. Many times, a student had been

involved in Student Council before and had joined again simply because his A.G. thought of him as the only one who could represent their homeroom adequately. This problem has been alleviated and new people who really want to work are joining.

Now, if a student has an issue that he wants to bring to the Council, he can go to the Council meeting himself. Before, he would have had to talk to his A.G. Representative who would have then brought the problem to the Council's attention. If a person with a problem wants to talk at the meeting, all he has to do is to get in touch with one of the officers to be put on the agenda.

Items the Student Body need to be informed of will be on the announcements, explained by posters or notices, or passed by word of mouth. This method is hoped to be more effective than the Representative coming back

Continued on page five



MILOSCIA

The Small Auditorium gets needed refurbishing. It has been painted and carpeted. The stage has also been extended. The new auditorium will accommodate Board meetings as well as performances by the Shaker Heights Community Theater.

Senior Class Council Begins Making Plans

by Debbie Friedman

Shaker's senior class is alive and well. The class of '81 has begun planning many exciting projects. The class officers are President Tammie Kamionkowski, Vice President Julie Cook, Executive Vice President Lelia True, Secretary Karen Bloomfield, Treasurer Debbie Friedman, and Social Chairman Sharon Hicks.

Major goals of the senior class include raising class and school spirit, providing a variety of activities for the entire student body, and raising money for the Senior Prom. Fund raisers will include the sales of sweatshirts, popcorn, donuts, and the operation of concessions at sports events. Eric Sigel and Mike Sload will head the concession stand.

The seniors have also begun plans for an exciting Homecoming weekend, including a bonfire for Friday evening October 17, a traditional parade Saturday October 18 preceding the football game,

and the Homecoming dance that evening.

The class officers look forward to a good year with many fun and exciting events; they are hoping for active participation from the entire senior class as well as the whole student body.

Coming Events

September

- 22-26 Excel Week
- 26 Dance Concert
- 27 Dance Concert
- Sports Equipment Sale 1:30-2:30

October

- 3 Athletic Pass Campaign Prize Day
- 4 Dad's Club Pancake Brunch 10:30-1:00
- 6 Open House 7:30
- 8 Excel Parent Meeting 7:30
- 9 School Closes end of work-day
- 10 Professional Day -- no school
- 14 School Board 8:00
- 17 Student Council Carnival

Merit Semi-Finalists Named

The National Merit Scholarship Corporation announced last week that 20 Shaker Heights High School seniors had qualified as National Merit Semifinalists. The students earned composite PSAT-NMSQT scores of 190 or higher, placing in the top half of one percent of those who took the test.

Shaker's semifinalists are: Craig Beresford, Jeffrey Blair, Jeffrey Bynum, Julie Cook, Bruce Daniel, Gregory Epp, Stuart Freedman, Nancy Goldston, Mark Griffin, Virginia Harding, Geoffrey Heller, Leslie Henshaw, William Mellin, Michele Minter, David Pogue, Alice Richmond, Reuben Schwartz, Eric Sigel, Randy

Solganik, and Deborah Thompson.

To become a finalist, semifinalists must do well on the SAT, maintain a good school record, and receive a school endorsement. Finalists are eligible for college scholarships from various educational institutions, corporations, or the N.M.S.C. itself. Of 15,000 semifinalists nationwide, only 4,500 will win scholarships in the end. The list of National Achievement Semifinalists was not available for publication in this issue. A list of National Merit Commended Students, those who scored between 180 and 192 on the PSAT, is also forthcoming.

Editorial

Scheduling Procedure Requires Modification

Scheduling the daily operations of a high school is a difficult proposition; eight class periods, 650 courses, 110 teachers, and 1500 students with diverse aims and desires must be neatly integrated into a workable high school schedule. The complexity of the task is staggering, but it can be done with reasonable success. Until 1975 this was achieved through hand scheduling. From '75 to '79 a system known as arena scheduling was employed. Students, equipped with a list of class offerings, entered the arena in a predetermined random order and created their own schedules by picking up a computer card for each course and period they desired. The school returned to hand scheduling this year, but the results were far from satisfactory.

A great variety of schedule problems surfaced almost before the school year had begun. Some students found that classes that they wanted had been omitted from their schedules without explanation. Others were assigned different levels than those which they requested. Many, particularly seniors, were dissatisfied with the arrangement of their classes and free periods. A number of classes were too large — one contained nearly 40 pupils. In two extreme cases an entire class had to be shifted to a different period and three classes were scheduled for the same period in one room. The adjustment process dragged on through the initial week and into the second.

The confusion and frustration arising from the scheduling difficulties wreaked havoc with the crucial first week of school. The deluge of schedule complaints brought on uncounted headaches and much extra work for administrators and counselors. Students who were transferred into classes missed important introductory lectures, causing inconvenience to both teacher and pupil. Such disruptions of routine did not occur while the arena system was in force.

Arena scheduling was particularly advantageous in that it compressed most of the scheduling process for a given year into two days of the previous spring. Thus, much more time was available afterwards to resolve any schedule problems that existed, and few corrections had to be made in September. In addition, arena scheduling allowed students to tailor their schedules to their own needs and preferences, and enabled them to make on-the-spot adjustments when faced with conflicts. The major drawback of the arena method was that those who drew a registration time late in the day often had trouble finding workable schedules. Furthermore, its hectic pace and pervasive tension made the procedure unpleasant for all involved.

The decision to abandon arena scheduling for 1980 was triggered by a temporary loss of computer capability vital to arena use, but the school system seems to have been in the process of phasing out the arena for several years.

If a return to the arena is not the solution to Shaker's problem, then clearly the existing hand-scheduling procedure must be amended to prevent repetition of this year's trying experience. Course sign-up sheets might be altered to give administrators a more detailed view of students' priorities and preferences regarding courses and time in school. With restored computer facilities, hand-scheduling might be done in the spring when students and schedulers could still discuss problems together. Whatever course the administration chooses to take, scheduling troubles can be further alleviated if students are understanding of the administration's dilemma and request only those changes which are absolutely necessary. No method will ever please everyone, but surely a system can be devised which will work better than the one used this summer.

Opinion

Level System Needs Work

by Michele Minter

A great controversy has arisen in the Shaker Hts. community concerning the Urban League stand in the Cleveland Plain Dealer which states that the levels system in the Cleveland Hts. and Shaker Hts. schools was intentionally segregating the students. The Shaker School System was quick to defend its levels programs and deny intentional segregation. PUSH - Excel, mistakenly connected with the complaints in the article, printed denials of involvement with the Urban League.

PUSH - Excel did not, however, deny the validity of the issue. The statistics used by the Urban League in their battle are accurate. PUSH - Excel's research does show a 19 to 1 ratio of white to black students in high-level classes here at Shaker High. I believe that the segregation is unintentional, but it surely does exist, and cannot be ignored.

It is important to emphasize that the lack of black students in high level classes is a difficult and complex situation caused by students lacking motivation, their families not encouraging them to choose more challenging work, and the tracking system itself. It is not a problem that can be solved easily or quickly. I would like, however, to make some suggestions as to ways in which the schools could make a positive contribution towards finding a solution.

Far more can be done in order to provide students and their parents with information and encouragement which will help correct the problem. At the Jr. High level where the tracking begins, more care should be taken to explain the possible courses of action and their effects. A required parent-counselor conference would force more parents to become involved in the scheduling process. The Administration also needs to make some careful study of the levels system itself. The addition of more Level 4 classes might encourage students who do not feel capable of Level 5 work.

Lastly, there should be more definite school support of PUSH - Excel and its problems. When PUSH - Excel tried last spring to inform black students of the major level discrepancies, only a small percentage attended the meetings. As I did, most threw out the notices because we did not want to waste our afterschool time. If the school required group conferences during school time, all students would be informed.

The levels controversy provides Shaker Hts. High School and the community with the opportunity to reassess the situation which has come about. It is time that the issue be confronted and given serious attention in order to change the statistics.

Your Letters

The Shakerite welcomes letters expressing all viewpoints. Letters should be as concise as possible and are subject to editing. All letters must include a signature and advisory group number. Submit letters to Mr. Randall in Room 100 or to any Shakerite editor.

THE SHAKERITE

The Shakerite is a tri-weekly publication of the newspaper staff at Shaker Heights High School, 15911 Aldersyde Drive, Shaker Heights, Ohio 44120.

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Letters to the Editor

Dear Editors,

The Administration's scheduling of students has been a dismal failure. The scheduling of classes should rightfully be left up to individual students.

The Administration has failed in several major areas. First, many classes are hopelessly overcrowded. It is not uncommon for students to encounter 30 or more people jammed into one academic class. Learning processes are limited and no one gets anything out of a class that is simply too large to be handled effectively. Second, senior students like myself looked forward to the flexibility in scheduling promised them throughout their sophomore and junior years by the Administration. Instead of being able to plan their own school day to allow for a job or any other convenience, many seniors ended up compelled by the Administration to come to and leave school at various unconventional times of the day due to a momentary lull in classes. This is an extreme inconvenience. For example, it is not at all unlikely for a student to have to have classes only during even numbered periods of the school day.

In short, scheduling this year has turned out to be a debacle. The Administration should return the privilege of scheduling to the students. That way, if there are any problems similar to this year's, the Administration will have someone to blame besides itself.

Sincerely,
Jeff Blair

Dear Editors,

Here are some suggestions to help solve the scheduling problem in the future. Although I did not devise this system, I feel that it could alleviate many of the problems and difficulties that have arisen under either the 'arena' or the administration's scheduling systems.

The heart of this system would be the computer that the school purchased last year. The system would begin in the mid-spring of the year preceding the one to be scheduled. As with the current system, every student would be given a 'program planning guide'. Then, also like the current system, each student would be asked to submit his preliminary course requests so that the administration could construct the master schedule. The students who signed up for classes that were cancelled from lack of interest would be asked for alternatives.

The next step is where this system would depart from the established ones. The students would be asked to fill out a priority sheet for the classes they have signed up for. Essentially, every student would be given an equal number (say 25) priority points. On the sheet students would indicate how many points they want to put on each class. The greater number of points they assign to a requests class, the more likely they would receive it. If they left a course with no points it would only be given to them if convenient. Then this data would be fed to the computer, and it would schedule the students into the master schedule. If a conflict arises, the computer would resolve it based on how they had distributed their points. The system could later be designed to allow students to place points on which teacher or which period they prefer.

The best advantage is this: the computer could print out a tentative schedule for each student before the year lets out. That way any problems could be ironed out before the summer or the new classes start. Also, to change a course would be as simple as having your counselor type the correction into the computer, that is, five minutes as opposed to five days. As a member of the computer club, and familiar with the new computer, I feel that this system would be neither as impossible or as impersonal as some may fear, and I know that it would save some of the tedium and hassles that both the students and administration complain about.

Sincerely,
Bruce Daniel

Dear Sir:

In writing to you about this year's class scheduling, I wish to emphasize that my intent is not to criticize, but to construct and suggest.

The problem with arena scheduling, Shaker's old system, is that some students must lose out. A few people always get unsatisfactory schedules. After years of complaints, it seems that the administrators decided to eliminate such problems by converting to hand scheduling. As scores of students discovered, however, this method has more inherent problems than the previous format. Of course, I realize that the change was for the benefit of the students; I understand and appreciate that the administrators did their best in the effort to give us a fair shake. But the crowd of Shaker students clamoring to see their counselors day after day gives me the impression that there must be a better way.

Given the fact that not everyone will get all his first choices, let us examine the two alternative scheduling systems. In both arena and hand scheduling, chance determines who gets the first crack at completing his schedule. (In the arena system, the letter of the alphabet is the determinant; in hand scheduling, the order in which the schedule is drawn from the stack controls.) In both procedures, a class might fill up and leave some unfortunate students to work out new schedules without it. But only in arena scheduling does the student have a say in his academic destiny; only then can he fight for himself to rebuild a schedule around a "closed" class. Otherwise, the administrator makes what he considers to be a fair compromise — by changing a level or removing a lunch period; for example. And the student must take what he gets, unless he joins the throng at the guidance office doors.

I feel fortunate that my counselor was able to fix my schedule — which was tangled because of a "closed" class — as I requested. Counselors worked overtime day after day to accommodate dozens of schedule change requests, wrought by the hand-scheduling foul-ups. But their extra efforts would not have been necessary had Shaker stayed with arena scheduling. The student would have been allowed to fend for himself, make his own compromises, and decide his own future. Maybe next year.

Sincerely,
David Pogue

Opinion

New Hope for Student Council

by Craig Beresford

This year could well be the first year that the Student Council truly belongs to the students.

In previous years, there was one Student Council representative for each homeroom. Under this system, the student body could not be assured of adequate representation, since the representatives were often chosen because of their popularity, and many students who were interested in participating were slighted in the elections. Furthermore, the students who were not among the chosen few usually had no idea of what was happening, since Student Council rarely made public any of its decisions or discussions.

In other homerooms there were no students interested in student government, and reluctant representatives had to be drafted. Such unenthusiastic members only inhibited Council's operation.

Under the new system, homeroom representatives are not elected. Instead, any and all interested students may participate in a meeting. Thus, all students are given an opportunity to have a say in student government. By making the meetings more public, this year's Student Council leaders have succeeded in creating a form of student government that will better serve those whom it represents.

Opinion

Classes Are Too Large

by Bruce Urban

Even though teachers and administrators are well aware of the existing problem of oversized classes, and have acted accordingly, I feel that the issue deserves some more attention in order to spark some ideas on how to prevent the recurrence of such an ordeal, and to further alleviate the problem which is with us now. A thirty-eighth person in American Government class can very easily be understood as a scheduling foulup for which blame can be placed on no individual. This doesn't bother me nearly as much as two of the effects which the large classes have upon the students.

This year's Level 4 Physics classes are using the 4th edition of the PSSC text. Enrollment in this course is in excess of the number of 4th edition books available. Two students in my class are faced with using the old 3rd edition book, which, although containing essentially the same information, differs in the numbering of problems at the ends of chapters, which causes havoc over a simple homework assignment. I don't feel that it is unreasonable to ask that there be enough identical textbooks available for all of the students enrolled in a course.

I would also like to consider this year's Senior Advanced Placement Math class, and ask what is a reasonable size class in order to achieve the intensity of study which the course is capable of delivering. Last year, the junior AP Math students were divided into two classes, each consisting of about 13 students. This year, those students pursuing AP Math as seniors are combined into one class of over twenty-five. The combination of these students into one class has doubled the effective student to teacher ratio, which cuts in half the time the teacher has to spend with each student per period. Although any possible results of this situation may not yet be apparent this early in the school year, I feel strongly that the change will show in overall class achievement and grades.

Credit must be given to administrators for accomplishing the tremendous task of scheduling, and putting forth a sincere effort to straighten-up things that didn't turn out so well. I know that I wouldn't enjoy the responsibility of having to schedule classes for the entire Shaker High student body. I hope, though, that the class situations I mentioned will serve as eye-openers in order that similar problems may be avoided in the future.

New Detention Plan Initiated at Shaker

by Katherine Kleiman

As part of the new disciplinary policy, Shaker High School has instituted a new detention program. Every Thursday evening a detention study hall will meet under the supervision of Vice Principal James Morefield, Alternative School head June Antoine, and unit principals James Hayes, Richard Oberdorfer, and Robert Mohny. Students with repeated tardinesses, unexcused Advisory Group absences, and parking offenses, among others, will be assigned by their unit principals.

The detention center will provide a means of dealing with less serious student offenses.

Science Department Adds New Teacher

by Jay Friedman

New to the Science department this year is Donna Berry. Ms. Berry, who lives in Cleveland, teaches physics. In the past she has taught at Clear Fork High School, and she was a part-time instructor at North Central Technical college.

Ms. Berry earned her Bachelor of Science degree at Ashland College and she received her Masters of Science and Education at the University of Akron. She also has accumulated twenty hours of credit towards her Ph. D. from various universities.

Her hobbies include reading, writing articles and film reviews, and building physics equipment. When asked how she liked Shaker, Ms. Berry replied, "It's an excellent school and I like the attitude of the students."



Ms. Donna Berry

Administrators hope that the new program will discourage past tardinesses and parking problems. Previous policies involving student-teacher-unit principal roles will remain the same. An offense reported by a teacher will result in a conference with the unit principal. Following the conference, the unit principal may assign a student to the detention study hall.

According to Principal C.A. Zimmerman, students with attendance and tardiness problems often face difficulties with the class work. Detention center hours coincide with the hours of the tutoring center. After reporting to the supervising principal, students may transfer to the tutoring center for extra help.

Mr. Zimmerman stresses that the detention center is "not a punishment." It will merely serve as a means of supporting teachers and enforcing school rules.

Teacher Joins Language Staff

This year's addition to the foreign language department is Mrs. Patricia Cocking. Mrs. Cocking lives in Shaker and has substituted in the Shaker system for the past six years. Two years ago, she taught part-time Spanish at the high school.

In her spare time, Mrs. Cocking enjoys tennis, skiing, and traveling. When asked about her feelings toward Shaker, Mrs. Cocking responded that she loves it. She described the school as "Nice kids, attractive, well maintained, with a supportive administration."



Mrs. Patricia Cocking

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Project Grants Made Available

The Youthgrants Program of the National Endowment for the Humanities will offer over 100 cash awards across the nation this fall to young people, many of high school age, to pursue independent, out-of-the-classroom projects in the humanities. The deadline for submission of completed applications is November 15, 1980.

A slide-tape presentation and booklet on the history of segregation in Memphis, Tennessee, a collection of crafts and religious objects with accompanying text by Native American youth in New Mexico, and a booklet covering the entire history of a small Montana town founded in 1910 are some of the projects undertaken by high school age students with the help of a Youthgrant.

All projects, whether group or

individual, must result in a concrete end-product, and must involve research in one or more areas of the humanities, which include history, folklore, ethnic studies, linguistics, and the history of art. Projects in the creative arts, sciences, and social reform are not eligible for the program, and scholarships are not offered.

Students interested in the program may receive information and applications by writing before October 15, 1980, to:

Youthgrants Guidelines
Mail Stop 103-H
National Endowment for the Humanities
Washington, D.C. 20506

The N.E.H. recommends that applicants discuss projects with counselors and social studies teachers before writing.

Debaters and Speakers Have Promising Future

by Gail Gandal and Amy Nash

This year's Debate and Speech team has great potential for a winning season. With most of the Debate team returning for another year, their experience will give the team an advantage over other schools. According to Adviser Henry Strater, several schools lost most of their varsity debaters while Shaker's varsity is mostly composed of returning lettermen.

This year, the debators and speakers will be raising money by selling memo boards. The money collected from this drive will be used for various expenses. The team has entry fees, dues to national organizations, and in some instances, travel expenses to deal with. Annually, Shaker hosts two tournaments which also incur expenses.

The Co-captains for the upcoming season are Mark Griffin, Michael Scharf, Karen Swenson, and Paula Tuffin. All are very experienced debaters. Mary Reid has been chosen as captain of the Individual Events Team.

Consumer safety is the topic

to be debated this season. Many debaters have already started collecting evidence for such cases as safeguards on handguns, impure donated blood, and drugs. They even have a case for the possible dangers involving mailboxes.

During the year the team hopes to attend many tournaments, including such prestigious ones as those held at Georgetown University, Haverford College, and Detroit Central Catholic High School. The schedule is not definite, but the first tournament of the season will most likely be November first, here at Shaker. Dr. Strater foresees possible city, state, and national championships in the team's future.

Merit Testing Program Provides Extra Service

More than one million high school students taking the Preliminary Scholastic Aptitude Test-National Merit Scholarship Qualifying Test (PSAT-NMSQT) on October 21 or 25 will benefit from additional services which were instituted this year by the College Board. These services are designed to provide students with more information about the content and uses of the test.

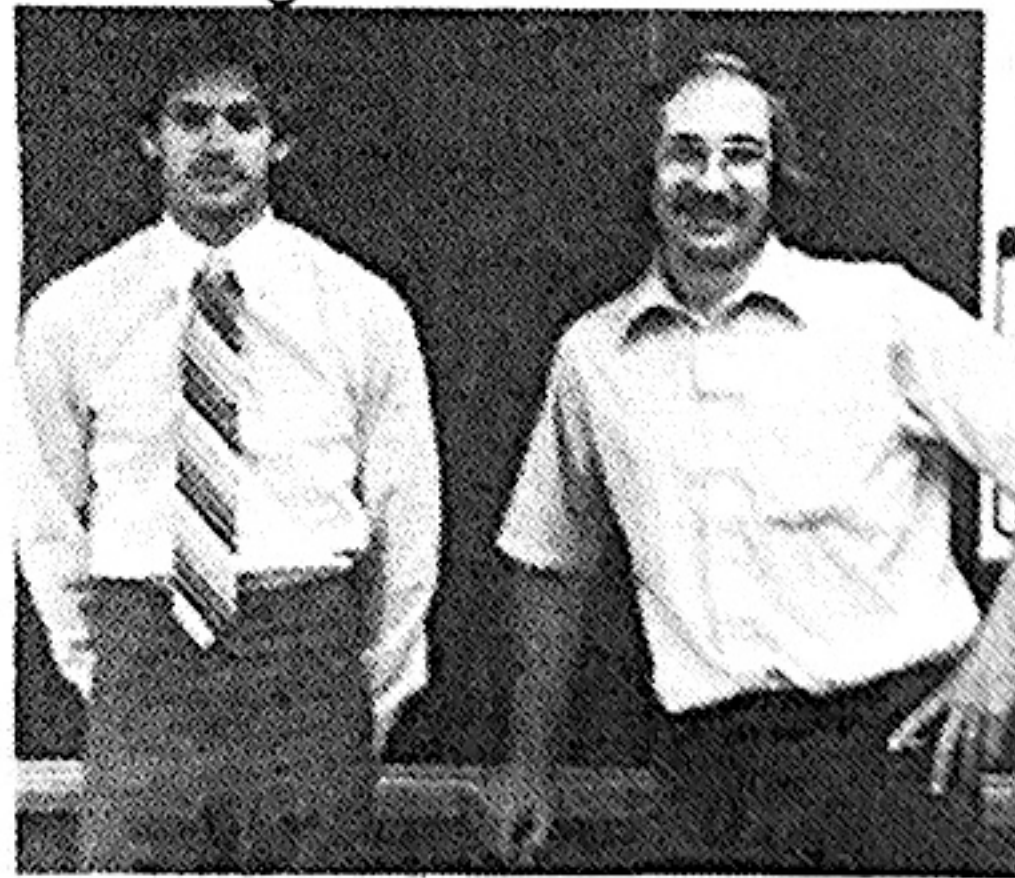
Students who plan to take the 1980 PSAT-NMSQT will receive a complete sample test for practice, along with an answer key and scoring instructions. When scores are reported in December, each student will

ATS Has Two New Teachers

by Laurie Garvin

The Alternative School at Shaker welcomes two new teachers to the staff. Ken Culek graduated from Kent State University and taught at Monticello in Cleveland Heights before coming to Shaker. A few years ago, Mr. Culek was a student teacher with Hilliard Dell. In his spare time, Mr. Culek enjoys camping.

James Sefcik chose Shaker as his first teaching experience. He is from Youngstown and graduated from Youngstown State University. Besides working with the students in the Alternative School, Mr. Sefcik enjoys football, baseball, and traveling in the United States.



Mr. James Sefcik and Mr. Ken Culek, new ATS instructors.

receive a Report of Student Answers, including the correct answers as well as the answers the student gave. To allow students to refer to the original questions, schools will return test booklets with scores.

The PSAT-NMSQT is cosponsored by the College Board and National Merit Scholarship Corporation. The test measures verbal and mathematical abilities that are important in college work and gives students a chance to find out what the College Board's Scholastic Aptitude Test (SAT) is like. The PSAT-NMSQT is also the qualifying test for juniors who wish to participate in the national competition for nearly 4,500 Merit Scholarships worth more than \$13 million. Black students who take the PSAT-NMSQT are also competing for 600 scholarships worth \$2 million granted by the National Achievement Scholarship Program for Outstanding Negro Students. In addition, students who elect to participate in the Board's Student Search Service have an opportunity to hear from colleges that they might not otherwise learn about.

Council Reorganizes

Continued from page one

from the council meeting and reporting to his A.G.

Student Council will also have a definite time for their meetings. It will probably be eighth period once a week or once every other week.

Student Council is trying to sway from members selling things to raise money. Instead, they are working on fund raisers. A running marathon, the biggest order of business at present for the council, is the first fund raiser of the year. There will be two separate races, each with an entrance fee; one will cover two and one half miles, the other six miles. The winners will be chosen from different age groups. This is to be a community event held on September 28. The proceeds will go to pay for the annual Student Council carnival. A sponsor is still needed to help finance the race. Any ideas will be greatly appreciated.

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College Board Announces Testing Dates for 1980-81

Dates for this year's administrations of the Scholastic Aptitude Test (SAT), required for admission by hundreds of colleges nationally, will be Nov. 1 and Dec. 6, 1980 and Jan. 24, April 4, May 2, and June 6, 1981, according to the College Board, the national nonprofit educational association which sponsors the tests.

The SAT, taken by high school juniors and seniors, measures verbal and mathematical skills developed over a long period of time, both in and out of school. SAT scores correlate highly with academic performance in college and serve as a common currency for evaluating students from all parts of the country. A recent survey showed that test scores are just one of several factors college admissions officers consider in making admissions decisions.

The multiple-choice SAT takes 2½ hours; an additional 30 minutes is devoted to the Test of Standard Written English, which measures a student's ability to recognize standard written English and is used by many colleges to place freshmen in appropriate English classes.

The College Board said that Achievement Tests in various subjects will also be administered on most of the SAT dates. These one-hour tests enable students to demonstrate knowledge in 14 diverse subjects and help colleges make placement and admissions decisions.

Last year, approximately 1.5 million students took the SAT and had reports sent to over 3,000 colleges, universities, and scholarship agencies. More than 270,000 students took one or more of the Achievement Tests.

Tests will be administered at Shaker High on all dates but October 11. Shaker counselors have already discussed tests and test dates with juniors and seniors.

Students planning to take these tests should register at least five weeks in advance to meet deadlines and avoid a \$6 late fee. (See schedules and fees below.) Scores are reported to the student, the school, and the designated colleges within six weeks after the tests are administered.

Registration information and forms are available in the guidance office. Test fees are \$9.25 for the SAT and \$15 for one, two or three Achievement Tests taken on the same day. Students unable to pay test fees may be eligible for fee waivers. Last year, more than 33,000 fee waivers were provided to needy students.

Those unable to register in advance, may be accommodated on the test dates for a \$15 "walk-in" fee, plus the regular fee, provided the test center has extra test booklets.

Admissions Testing Program Of The College Board 1980-81 National Testing Schedule

Test Date	Registration Deadline	Late Registration
Oct. 11, 1980, Saturday+	Sept. 19 SAT only	Sept. 19
Nov. 1, 1980, Saturday	Sept. 26	Oct. 10
Dec. 6, 1980, Saturday	Oct. 31	Nov. 14
Jan. 24, 1981, Saturday	Dec. 19	Jan. 2
April 4, 1981, Saturday	Feb. 27 SAT only	March 13
May 2, 1981, Saturday	March 27	April 10
June 6, 1981, Saturday	May 1	May 15

+The SAT given on this date only in California, Florida, Georgia, New York, North Carolina and Texas.

Sunday testing will be available following each Saturday test date.

NOTE: The College Board sometimes finds it necessary to cancel or reschedule tests after the advance calendar has been established. Candidates who register for tests which are later cancelled or rescheduled will be notified and offered refunds of their test fees.



The College Board
888 Seventh Avenue,
New York, New York 10019
(212) 582-6210

Midwestern Region Office
500 Davis Street
Evanston, Illinois 60201
(312) 866-1700

A Message to Students from the College Board

The question is frequently asked: What can I do about raising my SAT scores or about making them better than they would be otherwise? The answer is: Quickly and immediately probably not much; over longer periods it depends how much time, effort, and concentration goes into the preparation.

The Scholastic Aptitude Test measures the extent to which your reasoning ability and skills have been developed up to the time you take the test. These are abilities that are related to your academic success in college and grow over a lifetime through learning experiences such as those in the family, in school, with your friends and associates, and in reading and independent study.

The skills and abilities the SAT tests tend to grow relatively slowly and at different rates for different people. Whether you have more or less of these abilities does not say anything about your worth as an individual. Many other individual qualities not measured by the SAT, such as motivation, creativity, and artistic skills, have much to do with your sense of satisfaction and your success in life.

If you or your parents have been thinking about special preparation for the SAT outside your regular classroom activities, these six points are worth remembering:

1

The SAT measures developed verbal and mathematical reasoning abilities that are involved in successful academic work in college; it is not a test of some inborn and unchanging capacity.

2

Scores on the SAT are subject to improvement as educational experience, both in and out of school, causes these verbal and mathematical abilities to develop.

3

Development of these abilities is related to the time and effort spent; short-term drill and cramming are likely to have little effect; longer-term preparation that develops skills and abilities can have a greater effect.

4

While drill and practice on sample test questions generally result in little effect on test scores, preparation of this kind can familiarize you with different question types and may help to reduce anxiety about what to expect. You can help yourself to become familiar with the test by using the explanations and full sample test in Taking the SAT which is given to you when you register for the test.

5

Whether longer preparation, apart from that available to you within your regular high-school courses, is worth the time, effort, and money is a decision you and your parents must make for yourselves; results seem to vary considerably from program to program, and for each person within any one program. Studies of special preparation programs carried on in many high schools show various results averaging about ten points for the verbal section and 15 points for the mathematical over and above the average increases that would otherwise be expected from intellectual growth and practice. In other programs results have ranged from virtually no improvement in scores to average gains as high as 25-30 points for particular groups of students or particular programs.

6

Generally, the soundest preparation for the SAT is to study widely with emphasis on academic courses and extensive outside reading. SAT score increases of 20-30 points correspond to about three additional questions answered correctly. Such a result might be obtained by independent study in addition to regular academic course work.

Exchange "Ist Gut!"

by Cheryl A. Morgan

The second annual School Exchange to Goslar's Ratsgymnasium in West Germany turned out to be one of the most educational and interesting events available to the students of Shaker Heights High School over the 1980 Summer.

Group leader Richard Oberdorfer and students Meggin Myhre, Cheryl Morgan (seniors), Beth Daughtery, Betsy White, Joe Allen and Pat Carey (juniors) agree that the German Exchange Program, which was initiated last year by German teacher Barbara Hoffman, is indeed an extremely worthwhile experience, both educationally and socially.

The trip lasting from June 25 to July 19 was the final leg of the program. In March the first leg of the School Exchange began. Fifteen German students from Goslar lived in the homes of Shaker families for four weeks. Living in the homes of the Germans gave the Shaker students a vivid view of the very strong upbringing and modern lifestyle of the Germans today.

And the families. The language of the wonderfully kind and the generous families the students lived with for four weeks was the source of many tests. Why tests? In Germany, the people generally speak German therefore forcing the English speaking students to either untarnish the German they know or use Marcel Marceau methods of dramatizing objects and events.

The 1200-year-old school or Ratsgymnasium, which is more or less a junior high and high school combined wreaked of very serious commitments to school. This particular school, or "learning machine," which many nickname it due to its unorthodox manner of school life, has no extracurricular activities or meeting places. There is not even a cafeteria for eating and socializing within the

walls of the school. Ratsgymnasium is only a place to learn what one can through books, and is not considered a "fun place."

But on the other hand, the social life of the German youth is a bit more exciting but quite similar to that of American youths. In Goslar there were two discos, one for the John Travolta type of person and the other for those who like David Bowie - two very opposite men.

The best part is that no fake ID's are required. These discos or bar-dance-social halls have no age limit of 21 because the drinking of alcohol (mainly beer), which is drunk by most if not all Germans, is totally permissible. And, surprisingly enough, the car accident rate is extremely low. The Germans also give wonderfully warm parties which reminded several students of the good old days of home.

The American students visited many interesting places. East Berlin of the GDR (German Democratic Republic) or as most Americans know it, "Communist Germany" was the most intriguing. There the students saw the Communist guards face the people of their country so as to keep them from going out, not from preventing Westerners from coming in.

The students visited West Berlin which is part of "free Germany" where they saw the Olympic Stadium where fellow Clevelander Jesse Owens raced in the 1932 Olympics. Among other sites visited was Bremen, a small city which was flattened like a pancake during the second World War.

All the students involved, highly recommend any interested to contact Miss Hoffman and get involved with the Goslar School Exchange program. It is most definitely a worthwhile adventure.



A picturesque view of the cobblestoned Town Square in Goslar.

Musicians Show Talent

by Beth Meany

At Shaker Heights High School we are fortunate to have a reputable music department. Aside from a fine choral department under the direction of Mr. John Everson, there are a marching band, jazz ensemble, and an orchestra. The band is conducted by Mr. Fred Mosier who is entering his eleventh year of teaching this fall. Over the past eleven years, Mr. Mosier has developed the band to its current membership of 129 musicians. The group has been preparing for the 1980-81 football season since August and put on an impressive pre-game and half-time show the first game of the season. The repertoire of the band varies in style from music taken from "A Chorus Line" to the Muppets. Aside from rehearsing 80 minutes per day, a number of the band members participate in the orchestra and jazz ensemble. The orchestra, directed by Mr. Mosier and Mrs. Marion Brown, performs three concerts annually and will be touring several of the elementary

schools during the course of the year. Along with performing during concerts, the jazz ensemble plays at school assemblies and was afforded the opportunity to take part in the Ohio State Jazz Festival last year. We at Shaker are privileged to have such a large group of dedicated musicians with us. So, let's hear it for another season of musical excellence!

Dance Company to Visit Shaker

The Philobolus Dance Theater of Connecticut will perform at Shaker in the large auditorium on September 26 and 27, at 8:30 p.m. The troop is described as a gymnastic modern-dance company. In addition to the two concerts, Philobolus will be giving master classes on September 27. The concerts and classes are sponsored by the Cleveland Modern Dance Association.

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PUSH-Excel Club Hopes for Success

by Lori Longs

Approximately one-eighth of the student body have committed themselves to one of the most thriving clubs within the school - the PUSH - Excel Club. Co-headed by Henry Woodard, Mary Lynn McGovern and John Addison, the Excel Club is making rapid progress.

The goal of the club is to try to encourage students to work up to their full potential. The Club tries to get students to sign pledges as their personal commitment for academic excellence.

Programs and activities will then be planned to support those pledges. Individual and group conferences will be held for those who are referred to Excel, and those who have signed pledges are further encouraged to participate in extra curricular activities in and out of school such as volunteer programs, fund-raising and working through the Shadow Program. (Students in an apprentice position learn with a trained adult in an occupation of the student's interest.)

Like last year, a series of all-school assemblies have been scheduled to encourage the students to do their best. This year Excel Week is September 22-26. The speakers are as follows: on Monday, Arthur Thomas from Central State U.; Tuesday, Brian Patrick Clark (television star from "Eight is Enough"); Wednesday, faculty member Penny Friedman will show a slide presentation and discuss her trip to Israel this past summer. A scientist from NASA, Dr. Julian Earls, will speak on Thursday, and on Friday, Ms. Almeta Johnson, a former prosecuting attorney for the city of Cleveland under Mayor Ralph Perk, will speak. Also scheduled in the near future are drug seminars starting October 8.

"We have had more students coming to us than we have ever had before", Mrs. McGovern stated. "In past years we have had to go out and seek students to participate in some way with Excel. Now, in only two weeks of school, they have even stopped me in the hall and asked me what is planned for the Excel Club. This year, the interest is much more visible."

Mr. Woodard, Mrs. McGovern and Mr. Addison have been speaking to tenth-grade English classes as Mr. Addison has been doing for the past two years. As of September 9, they have pledged 199 tenth graders as opposed to a total of 493 pledges last year. New members are always welcome to the club and the only qualification is the desire to help oneself and others. If interested, see Mr. Addison in Room 231.

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A Comical Creation

by Dan Tinlanow

The Cleveland Creation Convention was held at Stouffer's Inn on the Square on September 6 and 7. It was the second such gathering this year. These conventions feature a large dealer's room, in which fans may buy, sell, or trade comic books and related items. There are also special events, such as art contests, auctions, costume parades, and movies, to name a few. In addition to all of this, there are always guests who are professionals in the writing and illustration of comics and science fiction.

Comic books have experienced an increase in popularity in the last few years. Gary Cappulucci, manager of The Comic Closet, cites inflation as one reason for the comic boom. "People are not going to go out and spend four to five dollars for a movie," he commented, "when they can go out and get ten comics, go home and spend the whole night reading."

While some may choose to sell, buy and trade comics for income, others may choose to write, draw or edit them. One such person is Tony Isabella. He has written for both Marvel and DC Comics, which are the two largest-selling comic groups. When asked what it was that made him interested in writing as a career, he revealed, "Unlike a lot of people, it occurred to me at a very early age that somebody wrote the stories and got paid for them and I thought that would be a real neat way to make a living." Mr. Isabella wrote for amateur publications throughout his high school years. In college, however, he decided to study journalism and he temporarily gave up his dream. When he got out of college he got a job at the Plain Dealer, and worked there for about three years. He was offered a job at Marvel Comics, and when there was an opportunity, he accepted. Since then, he has been writing comics professionally, both for Marvel and DC. Mr. Isabella now writes part time and owns Cosmic Comics in the Colonial Arcade.

Including both creating and selling, comic books is a big business, and will probably get bigger, so don't be surprised if you see more and more Creation Convention-like gatherings in the Cleveland area.

Views of Sophomores

by Mara Sidney

By now, the incoming sophomores are recovering from their first-day jitters. They know their way around the school and are getting used to the differences between Shaker and the junior high schools.

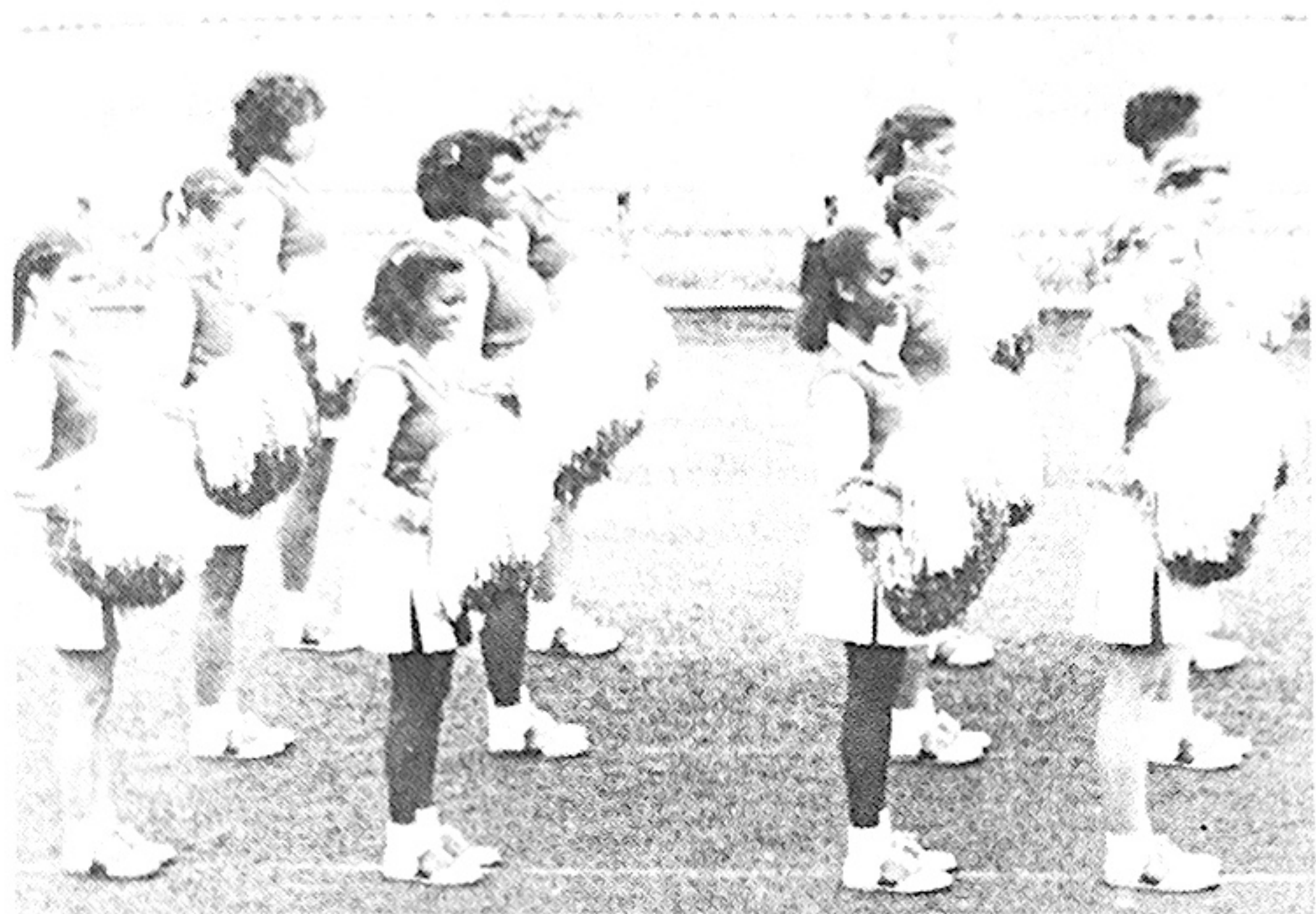
On September 2, however, the class of '83 was a bit overwhelmed by Shaker Heights High School, the building itself, the classes, and the people. One sophomore simply said, "It's too big!" Another remarked that "the teachers were helpful when I needed directions, but I didn't want to ask the juniors and seniors because I was afraid they would give me the wrong directions." According to Kris Zeltner, "From the outside it looked huge, but from the inside I could find my way around." She also noticed that "the bells are weird!" Some feel that Shaker is not as different from junior high as they expected, but to Rory Shleider "It is a lot different from what I'm used to, but I really like it!"

The sophomores found that classes here are not the same as at Byron and Woodbury. Glenn Sigel thinks, "The classes aren't harder yet, there's just a lot more work." Kathy Foster commented that she "enjoys having a flex night the most."

Madeleine Murphy likes "all of the social aspects of Shaker" as do many other sophomores. According to Leslie Kean, "There are lots of new people to meet and there is a lot more freedom than in junior high."

All the sophomores, although adjusting to high school, seem to be having fun and getting involved. One sophomore summed up how most of the class of '83 is probably feeling when she said, "It was so confusing the first few days but the confusion is slowly disappearing and things are getting better each day."

Pep Rally A Success



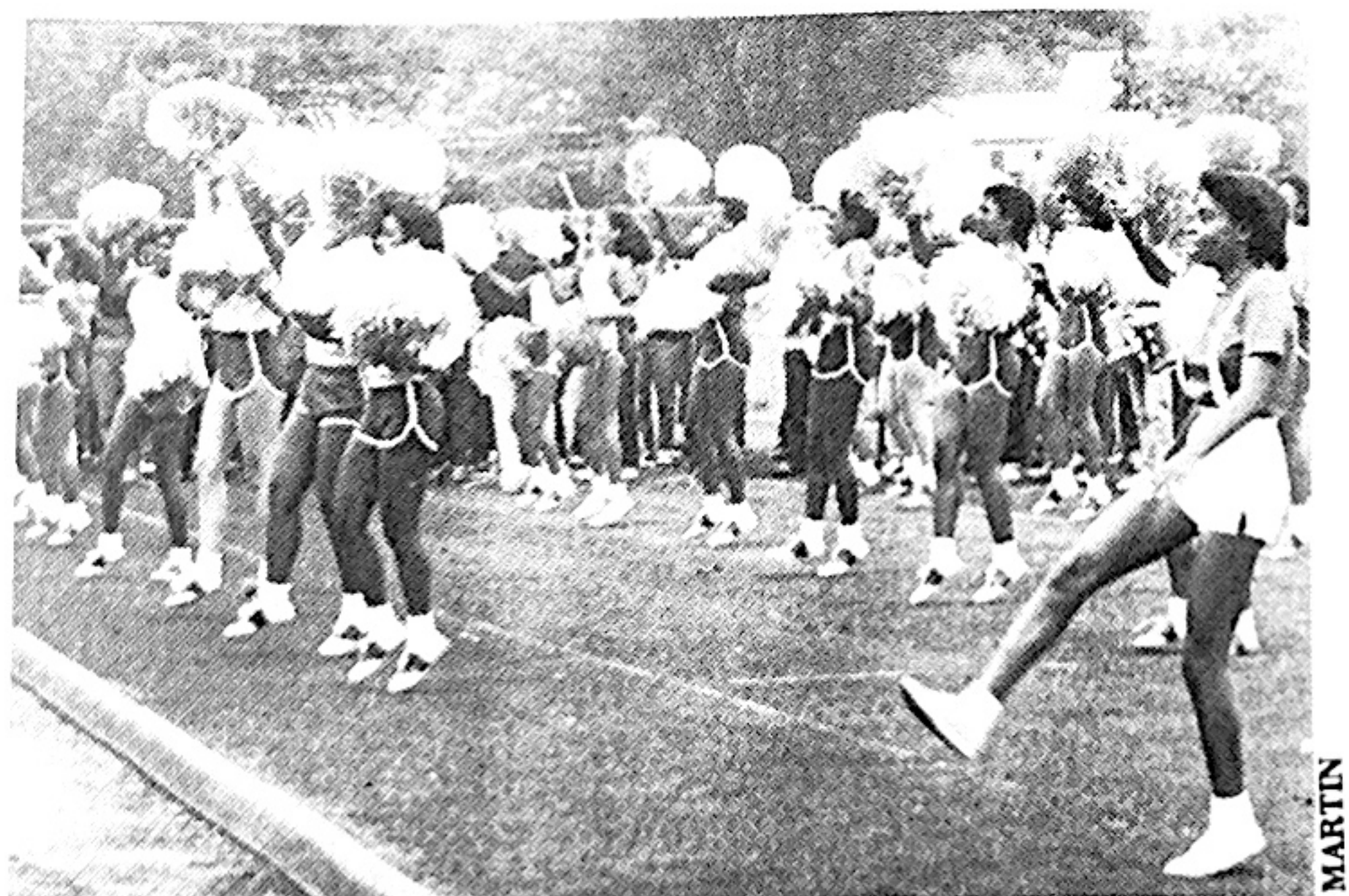
MELIN

The Cheerleaders dance to the sounds of Sommer.



MELIN

The Shaker students, full of pep, cheer along with the Cheerleaders.



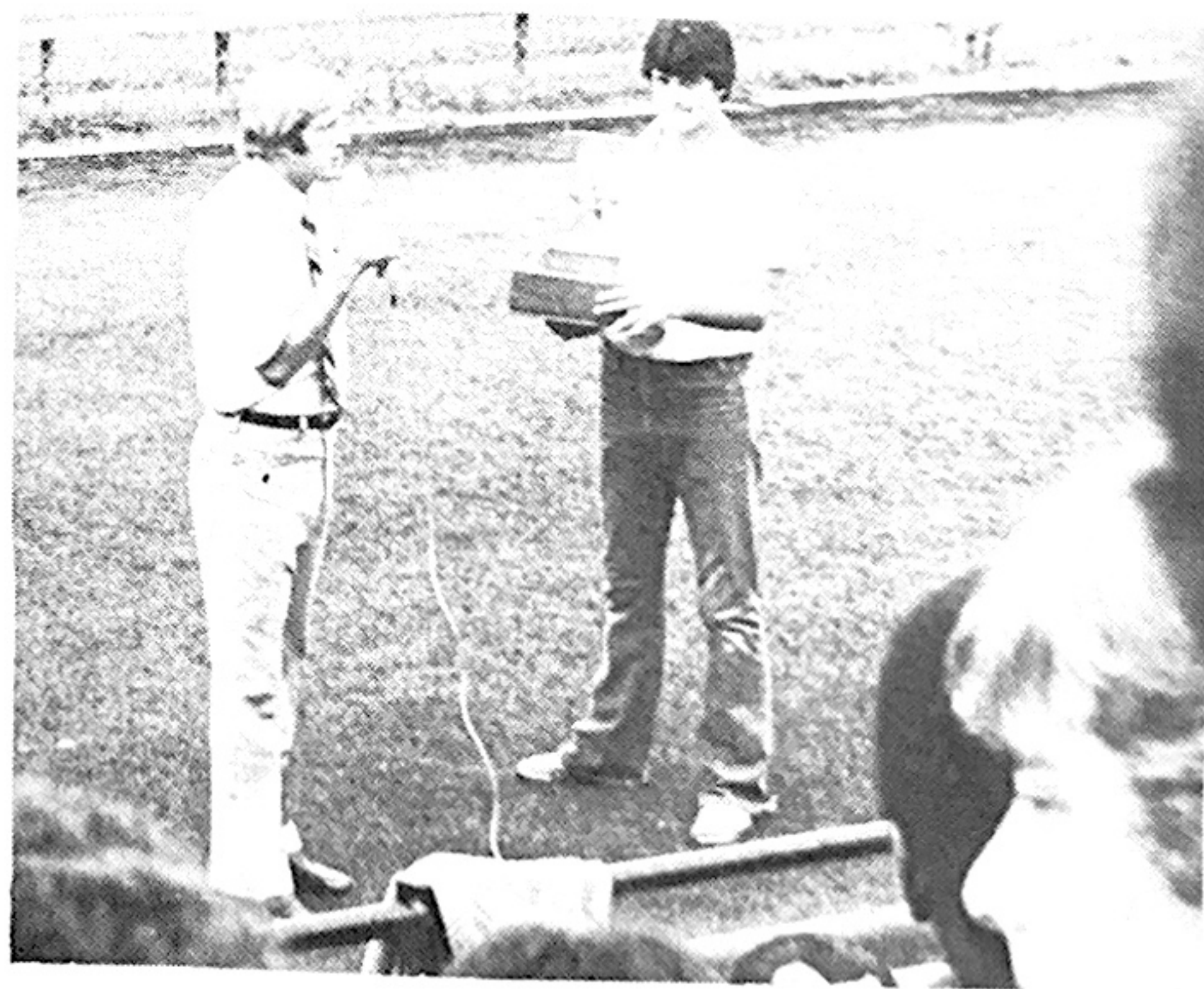
MARTIN

The Pom Pom girls cheer to the beat of the band.



MELIN

Mr. Zimmerman shows his spirit by revealing patriotic socks.



MARTIN

Mr. Masteller and Dan Kressenstein present the Principals Cup.

Shaker's Heller Disillusioned by Congressional Experience

by Lucy Drotning

During the last school year, a student from Shaker spent some time working in Washington, D.C. Geoff Heller, a senior, was in Washington for about four months as a page in the House of Representatives. Basically, Geoff's job was to carry messages back and forth between buildings on Capitol Hill.

Geoff got the job by submitting an application to the school. His name was then put into a hat with all the other Shaker applicants. After being chosen to represent Shaker, Geoff's name was entered regionally. He was again picked from the hat. Geoff became the page from the region of Representative Charles Vanik, his sponsor.

Although Geoff worked about seven hours a day, he also attended school along with the other pages and the high school interns. The school day went from 6:10 a.m. until 10:00 a.m. and consisted of four classes with a half-hour breakfast break. Geoff said the school was not very difficult because of the wide range of people.

During his spare time, Geoff went to the Library of Congress to read or to the many museums in Washington. Geoff lived with two other pages in a building which used to house F.B.I. agents.

When asked about his job, Geoff said he did not really like it very much. He said he was disappointed mainly because he was not able to be on the floor of the House delivering messages. Geoff was expecting to learn more about the legislation being discussed and how the House operated. Geoff thought the page system was poor and needed improvement. He tried to talk to the people in charge about the problems and he also tried to talk to the press about the problems of the system. Because of his complaints, Geoff was "laid off" from his page job. He was put to work in "Siberia," the attic of the Capitol. Here he stuffed documents into envelopes. Geoff said he enjoyed his "punishment" more than being a page because he could read and learn about the documents he was stuffing.

As an overall view, Geoff said that the experience was not worthwhile. He would not do it again unless he were a high school intern or a page on the Senate side. Senate pages were allowed to work on the floor and they were chosen completely by application. Many times House pages were chosen by patronage. Senate pages also make more money than House pages. Although Geoff did not enjoy working on Capital Hill as a page, he liked Washington a great deal and hopes to attend college there.

The Run-Around

The 1980-81 Student Council will kick off its year with "The Run-Around", a mini-marathon scheduled for Sunday, September 28. Council hopes that this event will promote student, faculty, and community involvement, in addition to provide funds to finance their upcoming carnival.

The race will consist of two divisions, and entrants may opt to participate in a 2.5-mile or a 10-kilometer run. Each race will begin on South Park, between Attleboro and Lee, and continue through the Horseshoe Lake

region.

Registration and check-in will begin at 1:00 p.m., with the race scheduled to commence at 2:00 p.m. An entrance fee of \$2.50 for students and \$5.00 for adults will be collected to offset the carnival budget.

With the support of the Dad's Club and local merchants, Council is able to offer prizes and trophies to the top male and female finishers in each of the races' five age divisions. All other entrants will receive an award of recognition for their participation.

A Guide to Galaxies

by Craig Beresford

The Hitchhiker's Guide to the Galaxy, by Douglas Adams, is a very strange, very funny book.

It tells the story of Arthur Dent, who is warned by his friend Ford Prefect (an alien who has been stranded on Earth for the last fifteen years, posing as an out-of-work actor) that the Earth is about to be demolished by an outer space construction company to make room for a galactic freeway. Just in the nick of time, the two manage to "thumb" a ride with the construction fleet. From there, they begin to explore the universe, accompanied by a copy of The Hitchhiker's Guide to the Galaxy, a handy book with the words DON'T PANIC printed on the front. In their travels, they meet the President of the Galaxy, ride on a spacecraft powered by an Improbability Drive, and learn the answer to the Ultimate Question of Life, the Universe, and Everything.

This is a wildly funny book that will appeal especially to fans of "Monty Python's Flying Circus." In England, where it was originally published, it became a number-one bestseller and inspired a popular radio series. There is even talk of making it into a movie or television series to be shown on both sides of the Atlantic.

The Hitchhiker's Guide to the Galaxy is available in hardcover for \$6.95 at most local bookstores. If you appreciate bizarre, funny books, don't miss it.

Captains Courageous

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H N W E N D Y B R O W N C V B J A

Football
Don Stiggers
Jim Tait

Soccer
Roger Shorr

Girl's Tennis
Wendy Brown
Ellen Speer

Field Hockey
Monica Davis
Leila True

Cross Country
Mike Calhoun
Robert Cunningham
Carrie Graham

Volleyball
Kathy Swartzbaugh

Golf
Dean Gonzales
Mike Sload

A Glance into the Past

Edited by Scott Blackhurst and Gregg Epp

Shaker students of 30 years ago lived in a vastly different world than we do today. Russell H. Rupp was the principal of the high school. Harry Truman was president of the United States. Rock Hudson and Doris Day were big box-office attractions. The Cleveland Indians finished the season at 92-62 through the efforts of such greats as Larry Doby, Bob Feller, Bob Lemon, and Luke Easter. The following selections quoted from the 1950-51 volume of the *Shakerite* make manifest the great differences between Shaker High then and now, but reveal, nonetheless, an underlying similarity that transcends the passage of years.

The Curbstone. Several times students have raised the question, "Why is studying a language or mathematics prohibited in the library?" On interviewing Miss H. Jean Anderson, the editors came up with the following pair of excellent reasons why these practices are frowned upon. First, students tend to collaborate on the homework assigned in these subjects, a practice which does not meet with the approval of the math and language teachers. Second and most important, the library is Shaker Heights High School's show room. Teas and P.-T.A. (sic) meetings are often held there and visitors to the school are entertained there. Because it is so important in the social functions of the school, the tables must be protected from the digs and scratches of the mathematics instruments such as compasses and protractors.

Dagmar, Howdy Doody Wow Television-Mad Students. According to a cross-section of Shaker students, you are in the minority if there is no television set in your home. Over half of the student body was polled, and the results showed that 279 students have TV, while 212 are without it.

Many Shakerites consider TV a great promoter of social activities. As Nancy Fullerton put it, "The dark rooms have their possibilities ..." However, Lois Early does not seem to agree.

With a dark frown on her sinister brow she growled, "The boys come over to my house, whip right past me, and glue themselves to our TV set. I might as well not be there."

Some of the most popular programs are Hit Parade, Milton Berle, Lux Video Theater, Broadway Open House, and Suspense. Edwin Stanley, Ray Sprinkle, and Monte Stern are loyal Howdy Doody fans, and Monte's deepest regret in life is that he is too big to be a puppet.

Quite a few of those without TV have no desire for it whatsoever. Tom Ryan is waiting for color TV before investing in a set. Carole Schonberg and Marge Shickler feel that there aren't very many really good programs so far.

Time spent watching TV ranges from never to eight hours a night; however the average is one and a half hours.

Everyone agreed that they could live without TV -- but they'd rather not.

The Curbstone. We were wondering why the school's dances are run in such a manner as to discourage boys and girls without dates from coming. Why don't we have a dance to which people come single? In this way, instead of dancing with the same girl or boy all evening, many new acquaintances could be made. Possibly after one such dance, more people would be encouraged to come without dates, to other dances.

Raiders Bid to Extend Streak. As the 1950 football season gets under way for the Shaker Red Raiders, the team has a big challenge in order to live up to the splendid record made by the team in 1949. First, they must keep the Lake Erie League title which they won so handily last year, and second, preserve a seven-game winning streak carried over from the previous season.

The game that will decide the Lake Erie League championship will be played on our field October 14. That day our forces take on the Lorain Steelmen, a

team that is marked as the powerhouse of our league this season.

Cleveland Heights won just one game last year, but the team was made up almost entirely of sophomores, and they are all back.

The Curbstone. During the recent football games several Shakerites and parents of Shakerites commented unfavorably on one of Shaker's cheers. After some discussion with other individuals, it has been found that "Shaker's red hot, --s all shot" doesn't sound right. No matter what the situation is, our opposition should never be called "all shot," even in fun. Anyway, we've got a lot of other good yells without using that one.

Students List Skills of Ideal Socialite. Boys, do you rate? The following is a consensus of opinions taken from the girls' art of living classes.

1. Boys should have good manners and know when to use them. They rate especially if they are considerate of the girls' parents.

2. An interesting boy has a lot of extra activities and is interested in others.

3. The popular boy can carry on an interesting conversation without talking constantly about himself. He must be interested in the girls' point of view.

4. Being well-groomed and neat is very important. A good dancer is fun but not a necessity.

5. A sincere boy is a valuable friend.

6. Boys who drive shouldn't try to show off to the girl they're with. The girls, however, do have a few faults, (according to boys surveyed).

1. They expect to have too much money spent on them.

2. They favor boys with cars.

3. They never have an idea of where to go on dates.

4. They don't like to accept late dates.

5. Girls talk to each other on double dates, and don't pay enough attention to their dates.

TWIRP Season. Tonight's basketball game with Lakewood

and the dance after, will be sparked by the unusual theme of TWIRP Season. For students who still remain in the dark about this spectacular affair, the initials mean "The Woman Is Requested to Pay." Most Shaker girls have taken advantage of this by asking their favorite date.

Marooned Students Enjoy Rest as Storm Closes School. The Thanksgiving weekend of 1950 was one which will be long remembered by most Shakerites.

While most of us were either sleeping or staring gloomily out of the windows that Saturday morning during the storm, Crosby Ramey was gallantly plodding through the drifts the six and a half miles from his home to our high school. Once he got there, he had no intention of walking back again, so he and several others stayed until Tuesday, to keep the building heated and the pipes unfrozen.

If you had tried to telephone Mary Mountcastle, Frank Gorman, and Dave Janson over the weekend, you would probably have been told that they were not at home. Then, if you had called Nancy Fullerton's house, you would have discovered that they were there. Stranded on Friday night, they were forced to stay the whole weekend.

Also trapped by the snow into spending a couple of days away from home was Sonny Gilchrist, a student at Brush High School. Sonny found that he couldn't get away from Mona Roseman's house, so he just stayed there for a while. Steve Clawson was a weekend guest at the home of Sue Richards.

Sock Hop. Last Saturday night the Sock Hop was held at Shaker. As you may have guessed, all the couples danced in socks, since shoes were prohibited. The next day most of the kids either threw away their dirty socks or tried to wash them.

And that, Shakerites, is the way it was.

Football Team Undefeated

Blanks Chanel and Warrensville

by Jon Beard

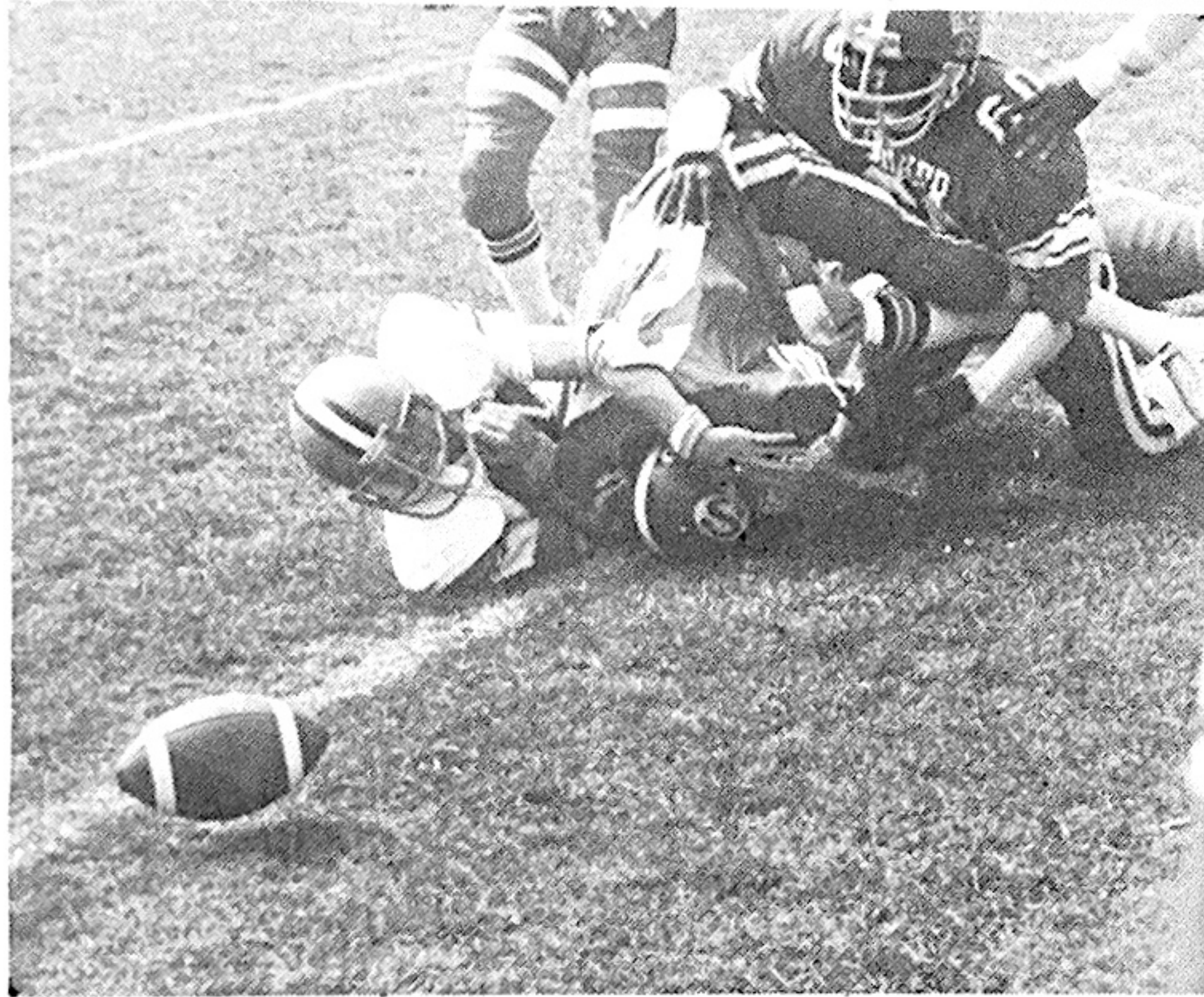
Football season has started again and it looks as if the Raiders are picking up where they left off last year as Lake Erie League champions. So far the team has played two games, and in each game they have pulverized their opponents, outscoring them by a total of 46-0.

The Raiders' first game of the season was against the Chanel Firebirds at Chanel High. The Raiders' debut was a success as they crunched the helpless Chanel team by a score of 20-0. The key to the win was a tough Shaker defense coupled with a versatile offensive attack. The offense was able to move the ball at will, by complementing a

15 yards passing, while also stopping the ground game. This was made possible because of interceptions by junior linebacker Tony Watkins and senior safety Kevin Sanford, and a punt blocked by Tait. Don Stiggers also played a good game by bottling up the Firebird running attack.

The Red Raiders' first home game was successful as well. Shaker pounded visiting Warrensville, 26-0 despite the fact that the Raider Reserves played much of the final half.

The Raiders opened the second quarter by grinding out 70 yards and scoring on a 15-yard pass from Whitley to Sutton. Whitley later rushed for



The Red Raiders knock the ball loose enroute to their third victory, over Cleveland South.

powerful running game with a spectacular aerial show. Senior quarterback Kent Whitley led the attack by completing four of seven passes, including a 53-yard bomb to senior Darryl Wilson. Whitley's other targets during the year will be senior Jim Tait, and, coming out of the backfield, seniors Rick Perry and Al Sutton along with junior James Poore. The Shaker running attack was led by Al Sutton who sped 77 yards around end for a Shaker touchdown.

The Shaker defense was stubborn in allowing Chanel only

a touchdown and closed out the scoring by tossing a six-pointer to Tait. That play was set up by a 36-yard run by Sutton all the way down to the 15-yard line.

There were only two things that Warrensville didn't do; they didn't cross the Shaker goal line, and they didn't light up any of the lights on the Russell Rupp Field's brand new scoreboard. If our offense continues to dominate and our defense continues to hold, look for Coach Raymond to have a smile on his face, and an LEL trophy in his hand.

South and Normandy Fail to Score

by Jon Beard

The Shaker Red Raider football team continued its winning streak by knocking off Cleveland South and Normandy. The Raider's defense once again proved superior to any offense on the field as they kept both opponents off the scoreboard.

Cleveland South never had a chance after the opening kick-off. On Shaker's first possession Senior quarterback, Kent Whitley, marched the offense all the way down the field; the drive was capped by a 38-yard touchdown pass from Whitley to Darryl Wilson. The next Raider score came on a seven yard run by Senior Kevin Sanford. South got the ball back deep in their territory after the kick-off by Rob Harris. South tried a pass that was picked off by Junior Ed Morton and run back 11 yards for Shaker's third touchdown of the game. The last touchdown came on James Poore's 44-yard run from scrimmage for a touchdown. Later in the second quarter Harris added a 36 yard field goal. Harris also hit on all four extra-point tries, making the final score 31-0. The offense was led by Al Sutton, Poore, Sanford, Wilson, James Tait, and Mike Weingarten.

The defense also had its bright spots. They held South to just 13 total yards offense and kept their opponents off the scoreboard for the third consecutive game. South threatened to score late in the fourth quarter, but Defensive Back Andy Brickman batted away two sure touchdown passes. Other Raider defenders who had exceptional games were Tait, Ed Morton, Tony Watkins, Donald Stiggers, Wilson, and Sanford.

The fourth Shaker win came at Normandy High School. The Raiders invaded Normandy and walked away with a 27-0 victory over a bewildered Normandy team. Sutton led the scoring with four touchdowns and 176 yards rushing in just 12 carries. The scoring started in the first quarter when Sutton intercepted a Normandy pass and rambled

50 yards for a touchdown. Harris tacked on the extra point. Later that quarter, Sutton took a hand-off and slammed 26 yards through the Normandy defense for his second touchdown of what was to be a great night. The dependable Harris added the extra point. In the third quarter Sutton raced 66 yards through the heart of the Invader line for his third touchdown. A bad snap from the center resulted in a missed conversion attempt. But in the fourth quarter Sutton snagged an Invader pass and the running back-linebacker ran 20 yards for the final touchdown of the evening. Other Raiders, besides Sutton who played well for the offense were Whitley, Harris, Wilson, Tait, Rick Perry, and Weingarten, who came back to play well in the second half despite suffering a first quarter injury. One disturbing point about the offense was that Normandy's defense broke through the middle of Shaker's offensive line repeatedly and sacked Whitley three times.

The defense was once again incredible. Led by Sutton, Morton, Tait, Watkins, Wilson, and Reggie Fitzpatrick on the kick-off team, the Raiders kept Normandy away from the end-zone all game. The defensive backs kept Normandy receivers blanketed all game and gave the defensive line time to tee off on Normandy's quarterback.

Tait, in particular, led the defensive line with many bone-crunching tackles. Stiggers controlled the middle of the line. The Invaders threatened to score in the final minute of the game but the Shaker "Stonewall" defense rose to the occasion and forced Normandy to fumble the ball away.

The strong Shaker defense and the potent Raider offense have once again proved their worth. The defense has not yielded a point in four games and the offense has scored over 20 points each game. The total difference between Shaker's score and our opponent's score is 104-0.

Sticky Wicket Soccer Team Splits

by Marc Ellison

by Eric Sigel

What do gullies, fine legs, slips, and silly mid-ons have in common? Give up? They all happen to be positions in the game of cricket.

You may be wondering why I'm passing on this information. Well, this week begins a series of articles about unusual sports, at least sports unfamiliar to the students at Shaker. Hopefully this column will be informative as well as interesting; perhaps it might even stimulate some interest in the adventuresome and a Shaker Cricket Club could be formed.

The game of cricket originated in England in the 1300's and since that time has established itself as a major sport in Australia, New Zealand, South Africa, and Great Britain. In fact, baseball, our national pastime, was an outgrowth of cricket. The similarities between the two sports can be recognized although they are few and far between.

A cricket match consists of two innings, however they are much different than innings in baseball. There are eleven men on a team and an inning ends when ten of the eleven players are out. Hundreds of runs per inning are a common occurrence and some prestigious matches in England last for six days, though a normal match takes about five hours.

The main idea in cricket is to hit a bowled (pitched) ball with a bat. (The bat is like a flat paddle, four and one-half inches wide).

The play centers around two wickets, 22 yards apart. A wicket consists of three stumps, 28 inches high and 9 inches apart. A bar is placed across the top and the easiest way to record an out is for the bowler to pitch the ball past the batter and knock off the bar.

A batter may hit the ball in any direction: forwards, backwards, or to the side. He has plenty of room to hit it - a cricket field should be 500 x 525 feet. In fact, there is no ball

park in America large enough to accommodate a cricket match.

Eleven defensive players are stationed strategically around the field in hopes of preventing the opposing team from scoring. To score a run, the batter, after hitting the ball, must run to the other wicket. Simultaneously, a teammate positioned at the other wicket tries to reach the other side without being put out. This records one run. The batsman has the option to try to score another run (or more) by racing back and forth from wicket to wicket without the bar being knocked down by the defense.

The batsman continues to hit until he is retired. Another player replaces him and this process is repeated until ten men are out. Teams switch sides and play for two innings.

Now you've had a taste of cricket; certainly not an in-depth explanation but enough to become acquainted. If anyone has any questions or would like to attempt to play the game, contact the sports editors or drop a note in the Shakerite box.

Equipment Sale at Byron Tomorrow

Byron is holding the annual sports equipment sale tomorrow, September 27, from 1:30 until 2:30. The sale will be held in the Byron cafeteria. The drop-off of sports equipment begins tonight at 7:00 and ends at 8:30. A fire sale, to sell all unsold equipment, will be held tomorrow from 4:00 until 4:30. All donations of sports equipment will be greatly appreciated.

Softball Game After School

Today at 4:00 there will be a softball game played between the staffs of the Shakerite and the Gristmill. Although the outcome is a foregone conclusion, any student who wishes to watch and see just how badly the Shakerite does beat the Gristmill is welcome.

The Varsity soccer team, even though they had two "off" performances this week, was able to come away with a split of their games. Shaker defeated Lake Catholic 3-1, in a well played soccer match, and lost to arch-rival U.S., 4-1.

Against Lake Catholic, everyone played well. The starting fullbacks, halfbacks, and forwards all demonstrated their soccer ability by communicating and executing beautiful "give and go" passes down the field. One such pass play resulted in a Shaker score by Roger Schorr. Doug Hanson and Paul Evelyn added the other two tallies on unassisted plays. Hanson scored in his third straight game, while Evelyn scored his first goal of the season.

The Red Raiders kept the ball down in Lake Catholic's end of the field for most of the first

half, allowing the offense to stake the Red Raiders to a 2-0 halftime lead. In the second half, the Shaker defense allowed its first goal of this young season.

Against arch-rival U.S., it was a different story. The Raiders did not demonstrate the ability to put together an effective and cohesive team performance in Wednesday's rain-soaked match. Chris Marcoux scored our lone goal and led several quick attacks on the U.S. defense. It was our inability to capitalize on their mistakes and allowing them to do so on ours.

Shaker's record now stands at 3-1 and -1 in our division. With the season just starting there are plenty of games left for us to score, prove our soccer skill and knowledge and improve our record. We are looking for a productive and exciting soccer season.



Co-captain Marc Ellison, 20, is the key to the Shaker defense.

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Sports Shorts

Coach Gar Aikens, with the help of captains Mike Sload and Dean Gonzales, has led the golf team to a 4-3 over-all record. The team is 2-1 in the L.E.L., with victories over Lakewood and Cleveland Hts. The team's only league defeat was at the hands of Valley Forge. The remaining members of the team are David Friedman, Jim Weick, Steve Miller, and Mike Dobrowski.

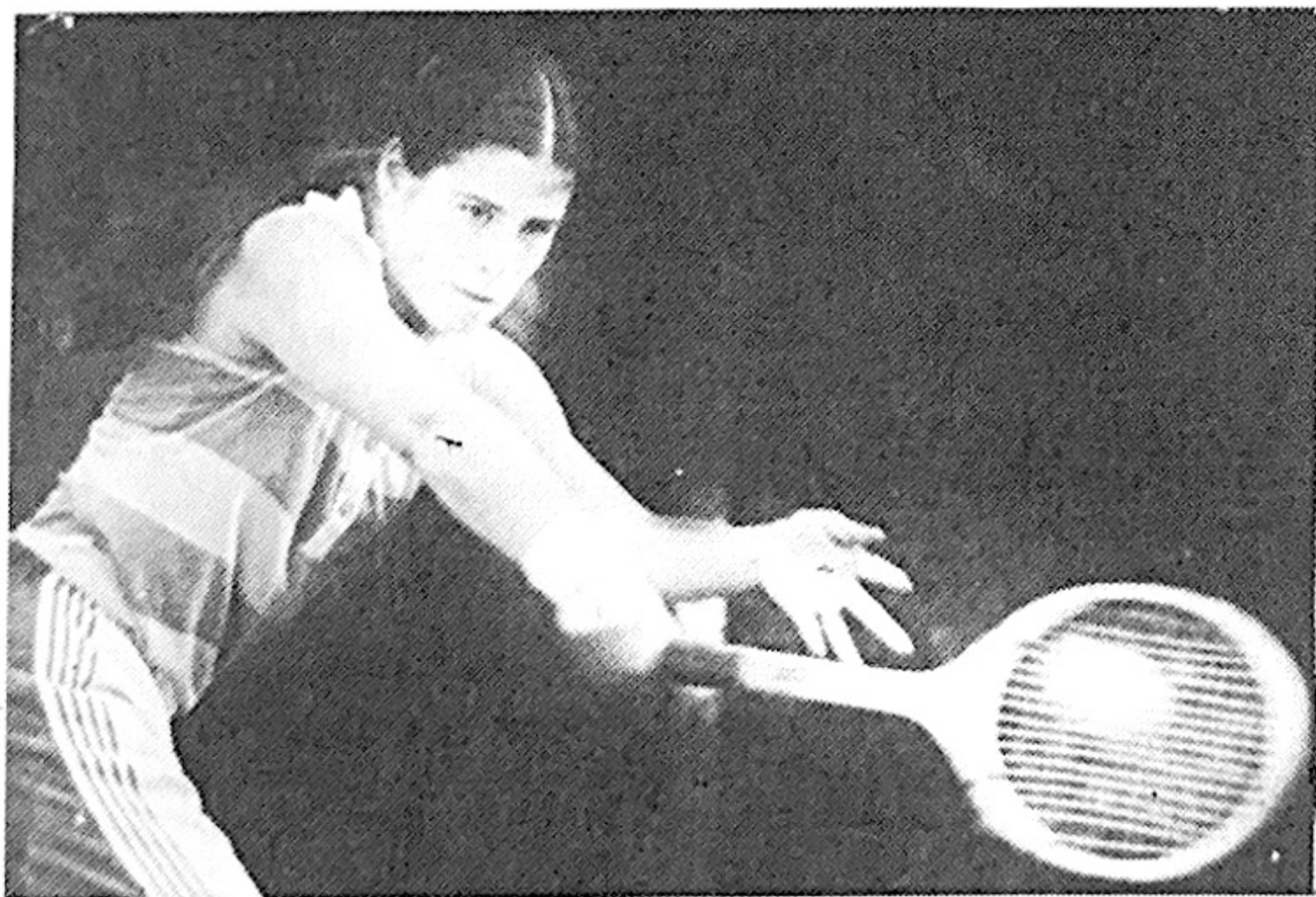
The girls' tennis team began practice in mid-August with visions of a winning season. Victorious in their first two league matches, the girls are headed in the right direction. On Monday, September 8, the team shut out Solon 5-0. The following day they defeated Euclid 4-0 (one match was called because of rain). Coach Jody Wolffe feels this year's players make up a very "talented team" and she is sure of a successful season.

Returning players are seniors Cathy Cristal, Edie Rogat (social director), Ellen Speer (captain) and Wendy Brown (captain). Also returning are juniors Margo Whelan, Ruth Landau, and Shelley Dunck. The new-comers, who have already contributed to the team's success, are senior Jenny Rie (publicity manager), juniors Ellen Brook and Karen Young, and sophomores Julie Bass, Karen Schlesinger, Martha Sampliner, and Randi Brown.

The Shaker field hockey squad is off to a promising start, following preseason encounters with Hudson and Kent Roosevelt. On September 4, after a forty-five-minute rain delay, Shaker and Hudson took the field for the girls' first scrimmage of the season. Everyone received some playing time, and the game ended in a 2-2 deadlock. The following week, Shaker trounced Kent Roosevelt in a decisive 9-1 victory. Coach Linda Betley has high expectations for this year's team, and hopes it can earn a berth in the state finals. Stop by the front field, and watch one of Shaker's finest teams in action.

Shaker's girls' volleyball team, opened their season on a high note, winning their first two games. The Raiderettes were victorious in match number one on Tuesday, September 2, at Eastlake North. Their second victim was Normandy, at Normandy two days later. Coach Lucille Burkett hopes to have a couple of sophomores on the varsity team, which presently is made up mainly of seniors.

After being regional runner-up in the state tournament last year, Coach Burkett and the girls are confident that they will go all the way this year. Ms. Burkett, a strong believer in team unity, feels the key to success is to "keep ourselves psyched up to do well."



First singles player Wendy Brown in action.



Field Hockey team practices for another good season.

MILOSCIA

Raymond's Reign

by Scott Blackhurst

For the past 15 years, Varsity Football Coach Al Raymond has been guiding Red Raider teams to victory. Raymond, who just last year led his team to a 9-1 record and the first outright L.E.L. championship in 30 years, believes football should be a learning experience.

"I try and get a lot of kids involved in football because I feel the things they learn on the field carry over into college and what they do later on. Learning how to be involved is very important. If I can get my kids to leave here having learned that, I've accomplished something."

Raymond feels that football is an integral part of school. "We need a rallying point." Football in recent years has been just that. Last year at every home game Shaker students filled the stands. According to Raymond involvement is up. After several years of low participation, he feels that it is on the rise again. However, with the many activities at Shaker he is "surprised even more kids aren't involved."

Raymond was a graduate of Westchester Teachers' College in 1953. He lettered in football, baseball and golf. He joined the Shaker School system in 1956 and coached at Byron Jr. High until 1961. From 1961 to 1965 he served as an assistant football coach and also coached golf and Junior Varsity basketball. In 1967, Raymond led the golf team to the State Championship. That title and winning the LEL



Raymond and Company championship last year are his two most memorable moments in his coaching career.

When asked who was the best player he had ever coached he replied, "I could tell you someone right now and in 20 minutes think of someone else." Although he could not name his best player he did say that he particularly enjoyed coaching sets of brothers like the Brantleys, Colliers, Lowrys, and Williamses, because he can compare their development.

Raymond feels that he has an "outstanding group" this year. However, he did not hesitate to say that the Normandy game would be a good indicator of just how well the team will fare. With a little luck the team hopes to win its second straight LEL title.

Courtesy of the Sun Press